

Texas Education Agency Standard Application System (SAS)

2018-2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">FEB - 6 PM 2:53</div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Kilgore ISD	092902		0 /
Vendor ID #	ESC Region #		
	07		
Mailing address		City	State ZIP Code
301 North Kilgore Street		Kilgore	TX 75662-5499
Primary Contact			
First name	M.I.	Last name	Title
Jerry		Stuart	Director of CTE and Grants
Telephone #	Email address		FAX #
903-988-3900	jstuart@kisd.org		903-983-3212
Secondary Contact			
First name	M.I.	Last name	Title
Cara		Cooke	Superintendent
Telephone #	Email address		FAX #
903-988-3900	ccooke@kisd.org		903-983-3212

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Cara		Cooke	Superintendent
Telephone #		Email address	FAX #
903-988-3900		ccooke@kisd.org	903-983-3212

Date signed

Cara Cooke

2/6/18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 092902

Amendment # (for amendments only): 01

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	<u>Indirect cost</u> (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 092902

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Chandler Elementary and Kilgore Intermediate

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

KISD is developing a five year Digital Device Use Plan to increase the relevancy and rigor of its classroom learning activities by eliminating the digital divide among our students who do and do not have access to such devices. Chandler Elementary and Kilgore Intermediate School has our largest group of Economic Disadvantage Students (ECD), Bilingual-ESL (EL) and At-Risk students in terms of enrollment and actual students lacking appropriate digital devices for learning activities. One of our primary objectives in the 2017-2018 District Improvement Plan (DIP) is to increase the level of student engagement so each student will reach their highest potential. A critical objective is to transition away from the traditional instructional model and integrate digital activities into the learning process. To ensure more students are able to participate, we will incorporate our Bring Your Own Device (BYOD) program, as well as use present devices, funded by IMA, Title 1, and local funds, to maximize the amount of devices purchased with Technology Lending Grant funds and available to our students. Chromebooks will integrate seamlessly into the KISD Technology Plan for developing strategies and resources to support and lead academic improvement, digital literacy, teacher effectiveness, and the integration of technology and classroom learning, twenty hours a day, seven days a week.

Budget:

To develop the budget, the Superintendent, Directors of CTE and Grants, Curriculum, Special Programs, and Technology, as well as Campus Principals and Instructional technology Specialist met to determine the campuses and grades with the greatest needs and highest teacher readiness. Once Chandler Elementary and Kilgore Intermediate were selected and their needs identified, the committee chose the most economical devices and services that would enable the maximum amount of students to access and participate in the digital curriculum. It was determined the grant funds would purchase a total of 206 Chromebooks and 60 cellular based wireless access points, separating 103 Chromebooks with three year warranties/insurance and protective gear and 30 cellular based wireless access points for each campus.

Demographics:

KISD is a rural school district located in Northeast Texas. It contains one primary, elementary, intermediate, middle school, and high school campus with a total enrollment of 4,011 students. A breakdown of the demographics ethnicity would reveal:

Demographics	KISD	Intermediate	Chandler	Ethnicity	KISD	Intermediate	Chandler
ECD	65.3%	66.5%	70.9%	AA	15.1%	12.3%	16.2%
EL	18.2%	25.6%	25.8%	H	32.7%	32.9%	33.6%
At-Risk	58.2%	61.7%	59.1%	2/more	4.2%	4.8%	4.6%

With Chandler and Kilgore Intermediate having between 66% - 71% ECD enrollment, families having an appropriate digital device and/or cellular based wireless access points access is not high on their acquire list.

Needs Assessment Process:

KISD Assistant Superintendent of Student Services oversees the Comprehensive Needs Assessment (CNA) process each spring and ensures district policy is followed. Each campus constructs their Campus Improvement Team of local business and community members, parents, and educators to evaluate the academic data concerning students on their campus, including ECD, disabilities, EL, homeless, migrant, and all racial and ethnic groups. This committee uses the 10-05-05 root cause analysis procedure to create the Campus Improvement Plan (CIP) to submit for approval. The District Education Improvement Committee (DEIC) reviews campus plans and needs assessments while conducting a

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district-level CNA. Once the DEIC approves the CIP and creates its own DIP, the plans are submitted to the KISD Board of Trustees for review and approval. The Board of Trustees determines the efficacy of the plans and processes and if it determines a change is required, they will give direction to the Assistant Superintendent of Student Services.

Management Plan:

Central Administration will:

Coordinate the project • Develop guidelines, procedures, curriculum and best practices that align with District Curriculum and Technology Plans • Purchase, set-up, and maintain equipment, and • Support instruction and technology for Chandler and Kilgore Intermediate.

Campus Administration will:

Meet with Central Administration to plan and implement the program • Plan and participate in Professional Development Activities • Monitor PLC's, Teaching, and Learning Activities • Deliver equipment, and • Provide information and assistance to parents and students.

Evaluation:

Measureable criteria included in the District Technology Plan, as well as criteria specifically related to the grant requirements will be used to evaluate the program. Our goal to increase student engagement and transform instruction will be measured through the success and completion of the following components:

Demonstration of knowledge and skills acquired through professional development • Ability to follow timelines, i.e. purchase, inventory, prepare, and check-out equipment; curriculum revisions; inform and train students/parents on equipment; analyze data for TEA report; etc. • Student growth, i.e. completed assignments compared to last year; increased passing rate per grading period; increased performance of state assessments; etc, and • ECD/EL/At-Risk improvement and participation in the program.

Statutory Requirements:

KISD will use the funding from the Technology Lending Grant to help close the digital divide by purchasing Chromebooks for our second, third, fourth, and fifth graders at Chandler and Kilgore Intermediate. In addition, we will use the funding to purchase cellular based access points for the homes of our ECD, EL, and At-Risk students that have unreliable or no cellular based wireless access points access. KISD will use funding from the Technology Lending program, in conjunction with existing programs (i.e. BYOD, classroom devices) to accelerate fulfilling the goals of our Technology Plan – 100% of all students will have access to learning in and out of the classroom, 24/7.

TEA Requirements:

To ensure every department is capable and in tandem with the district goal to increase student engagement, KISD requires the District Technology Plan be part of the CNA process and aligns with the DIP. This past fall, KISD Board of Trustees approved the 2017-2018 DIP. As stakeholders encouraged us to peruse digital access in learning, the Technology department upgraded its plan to include cellular based access points for our ECD households who have no access. The instructional technology specialist works closely with C&I and campus administration to ensure our lending programs aligns with their instructional and management policies and ensure teachers can incorporate valid and rigorous learning activities in cross-disciplines. Each campus has an instructional technology specialist to ensure the infrastructure and support is more than adequate. They assist with check-out/check-in and maintenance, as well as account for all equipment. All TEA requirements are completely and accurately address within the application.

Conclusion:

KISD is engaged in on-going, purposeful, planning with the intent of developing and defining a sustainable Technology Lending Program – district wide! A reflection of our commitment to grow and promote this program will be the enforcement of our sustainability plan. Already, KISD representatives are visiting with businesses, civic organizations, and grant foundations to secure perpetual funding. KISD is committed to engaging every student in high quality learning because every student counts!

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 092902			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$12,000.00	\$0	\$12,000.00
Schedule #9	Supplies and Materials (6300)	6300	\$65,047.00	\$0	\$65,047.00
Schedule #10	Other Operating Costs (6400)	6400	\$22,600.00	\$0	\$22,600.00
Schedule #11	Capital Outlay (6600)	6600	\$0.00	\$0	\$0
Total direct costs:			\$99,647.00	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	99,647.00
Administrative Cost Calculation					
Enter the total grant amount requested:					\$99,647.00
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,947.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	500 mb data plan to provide internet access at home	\$12,000.00
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$12,000.00
(Sum of lines a and b) Grand total		\$12,000.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 092902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$65,047.00
Grand total:		\$65,047.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 092902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$22,600.00
Grand total:		\$22,600.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 092902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	Elem: 451 Inter: 416	Elem: 78.9% Inter: 66.5%	
Limited English proficient (LEP)	Elem: 164 Inter: 160	Elem: 25.8% Inter: 25.6%	
Disciplinary placements	Elem: 000 Inter: 006	Elem: 00.0% Inter: 01.0%	
Attendance rate	NA	Elem: 96.7% Inter: 96.4%	
Annual dropout rate (Gr 9-12)	NA	DNA%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			189	193	190	200								772

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Schedule #13—Needs Assessment

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessments: Each spring, KISD engages its staff in a data-driven process in order to assemble vital information needed for its Comprehensive Needs Assessment (CNA) process. Each campus establishes a Campus Improvement Team (CIT) composed of local business and community members, parents, and educators to evaluate the academic data concerning students on each campus, including economically disadvantaged, disabilities, EL, homeless, migrant, and all racial and ethnic groups. To ensure the learning needs of every student is being met, critical learning gaps are identified and needed resources are prioritized, and the CIT uses the 10-05-05 root cause analysis procedure. Beginning in May, the DEIC reviews campus plans and needs assessments while conducting a district-level CNA. The DEIC evaluates eight areas: *student achievement; demographics; curriculum, instruction, and assessment; technology; school context and organization; school culture and climate; staff quality, recruitment and retention; and community/family involvement*; then uses the 10-05-05 root cause analysis procedure to narrow each measurement category into one or two focus points. This overall process ensures precious district resources are distributed for maximum impact towards achieving established goals and providing a quality education for every student.

Why: Data disaggregated from our CNA process and parental/student questionnaires revealed two of our elementary schools, Chandler Elementary, grades 2-3, and Kilgore Intermediate, grades 4-5, needed an innovative change in instruction, and support oriented resources for students to continue to learn outside of the traditional school day. These campuses also possess our largest digital need. Evidence showed over 90% of the time, instruction was delivered in the traditional model; students receive little support outside the school day unless they could arrange to stay. This digital divide not only affects our ECD students but our families too. Our annual school enrollment process has gone totally on-line. During the last two years, 49.7% of our parents come to KISD to use our computer labs to register their student because they have little or no access to computers and/or internet. Additionally, 35% of our parents indicated they can not use the Parent Portal of our District Student Information System due to a lack of computer and internet access.

Academic Needs: Some of these needs include: Chandler student population contains 71% ECD, 28% Dual Language, 26% EL, and 59% At-Risk while Kilgore Intermediate is close behind with 67% ECD, 26% EL, and 62% At-Risk.

Technology Needs: Currently, Kilgore High School (KHS) and Middle School (KMS) utilizes a BYOD program and KHS provides five Chromebooks for student checkout. Both Chandler and Kilgore Intermediate house two hardwire computer labs, one for each campus grade level, one mobile Chromebook lab and five Chromebooks per classroom; yet there are no devices available for students to take home and use to learn. By providing 103 Chromebooks for each campus, approximately 30% (unverified survey) of our ECD/At-Risk students will be able to check out a digital device and extend learning beyond the classroom walls.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	KISD will improve overall instruction and learning activities in grades 2 – 5 by transitioning from the traditional instruction model to one that integrates use of technology.	<ul style="list-style-type: none"> • Provide systemic training and support for teachers. • Provide an Instructional Technology Specialist to work with teachers during PLC's and planning periods. • Provide access to digital content available with new state textbook adoptions, online programs, and educational websites. • Provide support for teachers creating cross-disciplinary, project-based learning and engagement in innovative and learning strategies.
2.	KISD will increase Digital Content Activities	<ul style="list-style-type: none"> • KISD has outlined an expectation of teacher created digital content for students. • Curriculum, Instructional Technology Specialist, will work with teachers to create digital content that supports campus, district and state goals. • Created content housed on school servers for student access. • Digital activities monitored, evaluated, and supported by the district.
3.	KISD will provide appropriate digital devices and cellular based wireless access points to our ECD, At-Risk, and EL students to ensure they have equal opportunities to learn and achieve.	<ul style="list-style-type: none"> • Provide 24/7 access to technical tools, digital content, and academic support/exploration. • Provide students choices in assignments, working individually or collaboratively, and assessments to demonstrate mastery. • Provide more opportunities to be creative, research topics of personal interest, and to delve deeper. • Provide extra support for students with learning and/or language barriers.
4.	KISD will improve scores on standardize test and personalize student learning opportunities.	<ul style="list-style-type: none"> • Provide a digital device for differentiated learning at school and home. • Provide a school database, giving students access to a safe and specific place to mastery learning. • Provide 24/7 support for students with learning and/or language barriers. • Provide "individualized instructional" exercises on-line, created by the student's teacher.
5.	KISD will work to ensure our students and parents are responsible and successful digital citizens now, in the digital world, and digital future.	<ul style="list-style-type: none"> • Students and parents develop an understanding of what it means to be a digital citizen, how to support the digital world, and proper use of digital tools. • Students and parents develop an understanding of the acceptable use policy and how to be safe on the world wide web. • Students and parents develop an understanding of how to treat and help maintain the equipment. • Students and parents enter into legal agreements with the school district.

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Schedule #14—Management Plan

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE & Grants Jerry Stuart	3 years Director of Career Technology Education and Grants for KISD; 9 years Campus Administrator, 19 years classroom teacher. Works collaboratively with Technology, Curriculum and Instruction, Special Programs, Campus Administration. Has experience creating, implementing, and overseeing innovative technology programs.
2.	Director of Technology Mark Lane	20 years of service as Director of Technology and Network Administrator for KISD; 10 years classroom experience. Works collaboratively with all Central and Campus administration and innovative classes. Maintains current infrastructure, digital devices and assist with innovative programs.
3.	Director of Bilingual/ESL Dan Stanley	3 years Director of Bilingual/ESL for KISD; 10 additional years as Bilingual/ESL Director, 4 years campus administrator, 6 years classroom teacher. Provides direction, coaching and support to campus administrators and Bilingual/ESL teachers. Works collaboratively with Curriculum and Instruction to align curriculum and with Assessment to ensure district meets state testing expectations.
4.	Principal Cindly Lindly PhD.	02 years principal of Chandler Elementary for KISD, 04 years as Chandler Elementary assistant principal, and 12 years as a elementary classroom teacher.
5.	Principal Kim Slaytor	05 years principal of Kilgore Intermediate for KISD, 04 years as Chandler Elementary assistant principal, and 18 years as a classroom teacher. Her experience encompasses elementary through sixth grade.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Digital Devices and Cellular Services	1. EDGAR: Order digital devices/Hotspots	05/01/2018	07/01/2018
		2. Board approve policies and parent student contract	06/01/2018	07/25/2018
		3. Inventory Devices, Prepare devices for deployment	08/01/2018	09/15/2018
		4. Check-out devices	09/15/2018	10/15/2018
		5. Teachers submit budget for 2019-2020	04/01/2019	04/10/2019
2.	Teacher Training	1. Chromebooks and Hotspots: How Too's	06/03/2018	10/15/2018
		2. Project Base Learning (PBL)	06/03/2018	04/01/2019
		3. Gomez and Gomez with Digital	06/03/2018	04/01/2019
		4. Curriculum: Horizontal/Vertical Alignment	06/03/2018	08/01/2018
		5. Instructional Delivery & Assessment	06/03/2018	08/01/2018
3.	Professional Development for Teachers	1. Procedures in device management, parent communication, maintenance	08/01/2018	09/01/2018
		2. Digital Content Creation	08/01/2018	04/01/2019
		3. Digital Content Integration	08/01/2018	04/01/2019
		4. Create On-Line Digital Curriculum Database	08/01/2018	04/01/2019
		5. ESC 7 and TCEA	06/01/2018	04/01/2019
4.	School-Parent Communication	1. Parent and Student Meeting	08/01/2018	08/05/2018
		2. Technology Etiquette / Safety Policy	08/20/2018	10/01/2018
		3. Train Parents and Students	08/20/2018	10/01/2018
		4. Enroll Parents in Portals and Educational Sites	08/20/2018	10/01/2018
5.	Program Evaluation	1. Establish Base-lines for Gds 2-5	08/20/2018	10/01/2018
		2. Monthly Data and Support Meetings	08/01/2018	06/01/2019
		3. Stakeholder Surveys: Students, Parents, & Teachers	04/20/2019	05/01/2019
		4. Data Collection for Final Report	05/01/2018	05/10/2019
		5. Planning for 2019-2020	05/10/2019	05/20/2019

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the CNA process is complete and the CIP's and DIP created, the plans are presented to the KISD Board Trustee's for review and approval. Upon approval, they become the roadmap and goals for the year. Teachers list the campus and student goals in their lesson plans. During weekly PLC's, a campus principal, instructional technology specialist, department chair, and faculty meet to disaggregate the data attained from classroom activities. This data is then used to assess goal achievement, scope and sequence alignment, differentiated lessons, determine support needed for effective instructional/assessment tools and preparing information for our parents and community.

Central Administration meets with our campus principals once a month, or as needed, to review their data, concerns, and achievements. Central Administration then meets the following week to search, find, and provide the supports campus principals requested. These requested supports and assistance are then provided to campus principals, instructional technology specialist, and department chairs. Directors from central administration present monthly updates to the KISD Board of Trustee's. Parents are notified of changes and updated on achievements through social media, KISD website, district parental portal, and local media.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1st Step: Since our 'trending" growth has been in the elementary and they possess the largest need for technology, KISD has chosen to start there. As students' progress forward, we are committed to growing and sustaining the program. To demonstrate, KISD recently purchased a hundred Chromebooks for both Chandler and Kilgore Intermediate. This purchase, combine with the Technology Lending Grant will enable all approximately 33% of all ECD and EL students to have digital access on campus and home in year one!

Coordinating Efforts: Our community has a strong voice through our public "IDEA XCHANGES!" Local stakeholders expressed their desire that every student receive a 21st century, technology advanced education and KISD agrees. Through their support, central and campus leaders came together to re-evaluate how we were using technology to enhance learning. Working together, the Technology is placing an emphasis on mobile digital technology, Curriculum and Instruction used IMA funds for digital curriculum and PBL training, and Special Programs helped coordinate the training. The Technology Lending Grant program will enable the district to expand the Lending Program, accelerating our purchases of digital equipment, increasing student engagement and learning - 24/7!

Continued Commitment: The district technology initiative is based on a five year commitment. By starting the Lending Program with our two highest need campuses, it gives the district time to grow the program in four areas: 01) Ability to provide the need technology equipment as the students progress 02) Ability to ensure teachers are fully trained and supported 03) Ability to become more knowledgeable and lower frustration and increase success with future implementations of the program, and 04) Ability for each high campus to receive students trained and equipped with the needed skills to immediately participate.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Assessment	1.	Students pass 9wks 10% over last year; Student Information System (SIS)
		2.	Assignment completion each 9wks over last year's rate; SIS
		3.	Semester Evaluations show progress towards goals; SIS
2.	Parent Involvement	1.	Accessing the District Parental Portal increase by 10%; software doc
		2.	Parent Meeting Attendance: min 80%; sign-in documentation
		3.	Parent Signing Contract/Permission: 100%; sign-in documentation
3.	Equitable Access: Student use of equipment in classroom and home	1.	Software showing student usage at home: 100%
		2.	Compare student usage to ECD students who indicated they had no device or internet at home: Check-out/in Reports, dashboard
		3.	Students demonstrate digital citizenship procedures
4.	Reading Fluency and Comprehensive Levels	1.	9 week reporting: meeting campus goals; DMAC reports
		2.	Benchmark: meeting campus goals; DMAC reports
		3.	STAAR: ECD performance shows 5% increase over last year: St & DMAC
5.	Mathematics	1.	9 week reporting: meeting campus goals; DMAC reports
		2.	Benchmark: meeting campus goals; DMAC reports
		3.	STAAR: ECD performance shows 5% increase over last year: St & DMAC

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As mentioned previously, KISD Central Administration meets with campus principals and instructional specialist monthly to evaluate campus direction and progress on achieving the approved goals. Central also provides needed training, resources, support, and recognizes success. Campus administration, instructional technology specialist, department heads, and faculty meet weekly in PLC to disaggregate data and make changes or celebrate achievement on approved goals. KISD also purchases DMAC, a student management system – created and supported by ESC 7, to monitor academic student performance and campus improvement plans.

As problems with implementation or distractions are identified, directors from central administration will work with campus administrators, instructional specialist, department heads, faculty, and parents to analyze the problem and develop and implement an effective solution. If the problem cannot be solved, KISD will reach out to the appropriate ESC 7 personnel for assistance.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 092902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently there are no digital devices available for check-out at Chandler or Kilgore Intermediate School. However, they do have the following digital devices available for learning purposes:

Device/Description	Chandler Elementary: Grades 2-3	Kilgore Intermediate: Grades 4-5
<i>Classroom w/interactive whiteboard and teaching station</i>	Gd 2: 15 Gd 3: 15	Gd 4: 15 Gd 5: 15
<i>Chrome Book(s) iPad(s)</i>	05 per classroom, totaling 150 for campus	05 per classroom, totaling 150 for campus
<i>Computer Lab: Traditional</i>	01 per grade level, 02 per campus	01 per grade level, 02 per campus
<i>Mobile Chromebook Lab</i>	01 per campus	01 per campus

Current funding for digital devices for Chandler and Kilgore Intermediate comes from Title 1 funds, IMA, State, Local, and Grants. By providing 103 Chromebooks for each campus, approximately 30% (unverified survey) of our ECD/At-Risk students will be able to check out a digital device and extend learning beyond the classroom walls.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 092902

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KISD started a journey four short years ago to form collaborative partnerships with its community, college, and industries to ensure every student is educated by a united voice and our community can participate in a 21st century economy. Out that process grew the following vision: KISD Motto - Where Every Student Counts; Mission Statement - Preparing today's students for tomorrow's opportunities; and four core beliefs: 01) Quality instruction is critical for student success 02) Academic excellence is our cornerstone 03) Education is more than just classrooms and test scores, and 04) Responsible citizenship is character in action; DIP 2017-2018. Through our "IDEA XCHANGE," a public forum hosted by the superintendent, meeting every 6 weeks in a different school facilities or civic place, giving our community a voice in our direction, they believe the Technology Lending Program would amplify critical thinking, creativity, communication and collaboration in preparing for college and the workforce at school and home. Technology actually engages today's millennium generation and inspires them to take responsibility for their learning. It also opens significant opportunities for integrating digital opportunities into PBL and cross-discipline lessons. Some of these components of technology include: 24/7 access, multimedia lessons, collaboration platforms, apps, streaming videos, tutorials, etc.

Over the past three years, KISD has increased the number of high school students taking dual credit classes and implemented five innovative programs on four campuses, all of which has considerably improved academic ratings, with educational technology playing a huge role. A program featured at Chandler is the Gomez and Gomez Dual Language program for English Learners. The digital activities extend their learning outside of the campus by using their device on explorations and at home, continuing inquiry based studies that contribute to project based learning. Students can store their work in a cloud-based system so students and teachers can access it later, no matter where they are. Another benefit is parents, other family members can help students in any language, and teachers are able to use online programs to translate as needed. The model we follow has over 20 years research showing success in over 700 schools in 10 states. It uses engaged learning strategies in heterogeneous classrooms where collaborative activities emphasize higher-order thinking.

This Technology Lending Grant will enable "all" our elementary students to be part of this success. By ensuring, every student has access to the same resources; our teacher's effectiveness is increased. Teachers can then create individualized digital instruction, provide encouragement for educational exploration, and allowing students to learn individually and collaboratively - 24/7.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our data shows the greatest need for cellular based wireless access points are for students living in the rural, outlining areas of Kilgore. In conjunction, the data showed out of the four major carriers, only ATT served one-half of the rural area and Verizon served the other. Currently, our research has led us to a third party, Kajeet, as a solution to this dilemma. Kajeet can provide us with cellular based wireless access points supported by ATT and Verizon, ensure our service is CIPA and COPPA compliant, help us manage our usage, provide technical assistance, and obtain the needed data required for the Technology Lending Grant. Finally, parents will be able to use the digital device to access the Student/Parent Portal to check grades, attendance, assignments and announcements.

Chandler and Kilgore Intermediate Library will be the central hub for checking-out the digital devices. The check-out procedure will be a weighted process, giving preference to students who:

- 01) Do not have cellular based wireless access points at home
- 02) Are classified as ECD, EL, At-Risk, Disability and/or Minority, and
- 03) Need the device for a core class.

Normal length for check-out will be three to seven days, depending on the assignment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, there is a basic but effective system in place for teachers to reserve a computer lab or mobile Chromebook lab for classroom activities through the librarian. Although requests over run availability, the system is monitored and regulated for equity. Because we see "access to technology" as a district initiative, Technology is working with Curriculum and Instruction and they are preparing massive professional development, training for creating digital activities, and support with the horizontal/vertical curriculum alignment that will be needed. Administration and teachers are looking at policy updates and practices.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chandler and Kilgore Intermediate are using electronic materials across all core areas in all grade levels, grades 2 – 5. In the classroom, group lessons are conducted on interactive whiteboards. Tutorials, advanced small group activities and assessments are performed in the computer lab or mobile Chromebook lab using software such as iStation, Think Through Math, Study Island and Rosetta Stone. Students researching and creating projects are proficient in scanning QR codes, following hyper- links, using Google Drive, Microsoft Word, Keynote, Prezi, iMovie, Edmodo, etc... Digital textbooks have been purchased for ELA, Math, Science, and Writing.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Infrastructure:

Current initiatives, like the Technology Lending Program, BYOD, and new media achievements in education and Texas Workforce has served as motivation for KISD to be prepared for the increase in network traffic due to these opportunities. In preparation, internal staff and network technicians have been evaluating and upgrading our infrastructure where necessary. Our current network system is a fiber backbone with 10 gb between campuses and wireless access points throughout the district. This infrastructure is designed to support a 1:1 initiative. We currently have 500 mb/s Internet access through our Internet service provider. As wireless needs grow or traffic density shifts to specific areas on campuses, additional service can be provided to support the learning needs of KISD students and staff.

Technology Staffing:

During this evaluation, the Technology staff has been discussing personnel and job description. Our current staff includes 5 technology support members who cover all KISD campuses. Their roles include but are not limited to: 1 network administrator, 1 technical specialist and 3 campus technicians. Additionally, the Director of Technology and Coordinator of Instructional Technology offer additional support as needed.

Technical Support:

In providing support to campus and users, KISD technology support staff utilize a ticket request system to facilitate technical support. Support staff are housed on campuses to decrease response time. In addition, teachers and other support staff are trained and encouraged with basic trouble-shooting strategies. In the event of a technical support issue, a student would first report the issue to their instructor. If the request warranted technical support, he or she would forward the request to the ticket system. Kilgore ISD will maintain an inventory of hot-swappable devices in order to reduce down-time for students and staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 092902

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eliminating the digital divide, ensuring all students succeed, and stakeholder commitment is the motivation for KISD Technology Lending Program. The technology department maintains an effective inventory system for all district technology. Once the devices arrive: 01) Technology staff will inventory, program and prepare for check-out 02) Students and parents will receive training and sign contract 03) Students/Parents will check the devices out through the campus library 04) Student and Parent are responsible for device(s) while checked out to them.

Maintaining: 01) Teachers will do a visual inspection one a week 02) Students are trained to report any issue to their homeroom teacher. If the teacher finds or suspects an issue, they will file a work order 03) Campus Instructional Technology Specialist will evaluate, fix, or replace the device 04) If it cannot be fixed, the parent is responsible for the \$50 insurance deductible 05) If the parent cannot pay, our district will pay the fee based qualifications approved by Board of trustee's 06) Instruction Technology department will clean and debug all devices each summer, and 07) Technology will administrate CIPA and Lost/Theft software.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All district technology is registered, inventoried, and accounted for through the KISD Inventory Management System. Serial numbers, make and model are recorded in the Inventory system. Each device is issued a KISD asset number, barcode, and identity mark. KISD requires each device comes equipped with protective gear suitable for transporting safely and a warranty/insurance for a minimum of 2 years upon purchase. Mobile devices will also be enrolled in the Device Enrollment Program (DEP) and the Mobile Device Management (MDM) system for tracking, management and programing.

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